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ABSTRACT

This guide was prepared by the Marin County Private Industry Council (PIC) to evaluate the nature, operation, and success of various training programs. Programs that can be evaluated with the procedures in this guide range from pre-employment or prevocational preparatory courses to specific employee skill education activities of all kinds that occur in schools, on the job, at home, or in a combination of these places. The following kinds of information are included in this plan: (1) the role of the Private Sector Initiative Program (PSIP) and the PIC in evaluating training activities, as set up by Title VII of the Comprehensive Employment and Training Act (CETA); (2) background of the training process; (3) the various forms in which training occurs; (4) goals of the training evaluation process; (5) training stages in which evaluation can occur; (6) the form of an evaluation procedure; (7) evaluator's survey questionnaire formats; (8) post-survey evaluation and followup steps; (9) program administration and management needs; and (10) samples of forms and materials. Samples, making up Appendixes A-D, include a training process flowchart, supporting documents, evaluation survey questionnaires, and regulatory background about CETA, the PSIP, and the PIC. (KC)

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MARIN COUNTY P.I.C. PRIVATE INDUSTRY COUNCIL

Training Program Evaluation

Plan and Procedure

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Private Sector Initiative Program PSIP clearinghouse

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Sandra Vega

Sandra C. Vega
Chairperson, Evaluation Committee

THE MARIN COUNTY PRIVATE INDUSTRY COUNCIL (PIC)

Training Program Evaluation

Plan and Procedures

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THE MARIN COUNTY PRIVATE INDUSTRY COUNCIL (PIC)

Training Program Evaluation Plan and Procedures

I. INTRODUCTION

This is a guide for use in evaluating the nature, operation and success of various training programs. Such programs can range from pre-employment or pre-vocational preparatory courses to specific employee skill education activities of all kinds that occur in schools, on the job, at home, or in a combination of these places. The following kinds of information are included in this plan:

A. The role of the Private Sector Initiative Program (PSIP) and the Private Industry Council (PIC) in evaluating training activities, as set up by Title VII of the federal government's Comprehensive Employment and Training Act (CETA).

B. Background on the training process.

C. The various forms in which training occurs.

D. Goals of the training evaluation process.

E. Training stages where evaluation can occur.

F. The form of an evaluation procedure.

G. Evaluator's survey questionnaire formats.

H. Post-survey evaluation and follow-up steps.

I. Program administration and management needs.

J. Samples of forms and materials.

II. BACKGROUND

This section presents a brief explanation of the Private Industry Council's role in evaluating training programs. It also discusses the nature and purpose of the employee training function, and looks at various kinds of training activities, identifying key points

in the training process where evaluation is appropriate. The actual process of evaluating a training program will be discussed in Section III and in the Appendices to this Plan.

A. Private Industry Council Evaluation of Training Programs: The Private Industry Council (PIC), as established by Title VII of the Comprehensive Employment and Training Act (CETA), is given the responsibility under Section 679 of the CETA regulations to act as an interface between the "private" sector of non-government business or institutional employers and the government's "public" employment assistance agencies (see APPENDIX D for further background). This "middle-man" role is the key to the CETA Private Sector Initiative Program (PSIP). The PIC is chartered to analyze its local area labor market, to examine and evaluate current training and job placement programs, and to carry out whatever activities are necessary to meet employers' training needs within the scope of CETA. That primarily means service to certain disadvantaged categories of workers -- but the definitions are broad enough to encompass almost any of those in the labor market who can demonstrate real need for assistance. It is the PIC's responsibilty to determine the nature, quality, use and public understanding of existing training programs in the community before creating new efforts that could duplicate those already being offered.

B. The Training Process: The general reason for a training process is to enable a worker -- whether student, trainee, laborer, craftsperson, technician or professional -- to carry out one or more tasks successfully using understanding, skills, methods or techniques not previously known or applied. The process of training also includes broadening the scope of a worker's knowledge so he or she can also make valid personal decisions or discoveries about the skill or task involved. Training in the general employment-oriented sense means direct preparation to do some form of real work

rather than just accumulating information about it. In addition to the teaching of some completely new skill or procedure, training can also include learning to accomplish a task or skill better or at a more advanced level. The process of training as it pertains to most CETA-related programs which the PIC might need to evaluate includes the components and steps shown in the flow chart at APPENDIX A. The key stages of this process include:

1. Activities in the labor market among both the private and the public sectors to identify people who need training and appropriate locations where training can occur.
2. Consideration of the specific training needs of employers, employees or job candidates, with selection of particular places and individuals to be involved in the training process.
3. Review of existing training programs in the area, including but not limited to public and private schools, educational enterprises and government agency programs.
4. Preparation of all parties -- including educators, employers and trainee-selectees -- to enter the training process. This includes employer education about the nature and administration of training as well as candidate education about the nature and requirements of business and employment.
5. Active entry of both the employer or the school and the trainee into the training sequence.
6. Implementation of the particular training activity until a pre-determined level of competence is reached -- or until interrupted by failure or exit from the program.
7. Entry of the trainee into the "normal" work force at a level or status denoting basic skill competence or experience.

8. Progressions along a career path that includes further training activities as necessary to achieve the level or kind of skills required for career advancement.

C. Kinds of Training Programs: Training programs can range from the most informal sort of worksite discussions and reading activites to formal classes, apprenticeships or tested on-the-job training (OJT) sequences. Training methods or programs that might be evaluated by the PIC (even though they are not necessarily included in CETA programs) include:

1. Pre-employment or pre-vocational courses in public or private schools, agencies, institutions or businesses.
2. Specific occupational skill training activites in public or private schools, including secondary schools, colleges and vocational-technical programs.
3. Combined work and study programs of various kinds involving schools, agencies and employers.
4. On-the-Job-Training (OJT) programs involving private industry and/or public funding.
5. Apprenticeship programs established by unions, businesses, trades or institutions.
6. Other appropriate programs, whether formal or informal in nature, designed to reach and upgrade the skills of CETA-eligible people in the labor force.

D. Goals in Evaluating Training Programs: In preparing to evaluate the success of any training activity, there are certain particular qualities that need to be measured. They include:

1. Reaction — how do people involved in all aspects of the program, both

the trainers and the trainees, feel about the activity?

2. Learning -- what kinds of information and understanding were absorbed or reinforced and applied?
3. Behavior - to what extent was behavior modified by the training process?
4. Results -- what are the real economic effects of the training for both the trainer or employer and the recipient?

E. Training Program Evaluation Stages: There are three key phases in the training process (see APPENDIX A) at which program evaluation should occur. They are: during the preparation process, during the training sequence itself, and during an appropriate period of career employment after training ends. These stages apply to the most basic kinds of training for people first entering the job market or work force, and also to more advanced kinds of training during later career development. In practice, the evalution process covers the following parts in the three stages:

1. Preparation --
   a. Initial efforts by the program's operators or sponsors to ascertain the needs of employers and labor market job candidates.
   b. Identification, review and selection of both employer and candidate participants for the particular training activity based on criteria established during research into their needs.
   c. Preparation both of employers and of current or potential employees to enter the training process. This includes all appropriate pre-vocational and pre-employment education and orientation programs for trainees or students, plus educational efforts aimed at employers. The preparation phase must also include any schools or training agencies that are involved in the process as direct participants or as third parties.

2. Training Sequences --

   a. Entry of the trainee into the sequence, which includes orientation to the skill, task, job, company or other aspects of the working/training environment.

   b. Involvement of the employer or school in the training activity, both personally with the trainee and administratively with the program itself.

   c. The actual applied training process, with all the steps or components that are integral to teaching the particular subject or skill, from both employer and trainee standpoints.

   d. Completion of training, and entry into the regular work force or into the next higher level of employment, including plans for further advancement training in the future.

   e. Measurement by employer of training program value and establishment of criteria on which to base decisions about program and employee/trainee continuation, improvement, promotion, termination, etc.

3. Career Tracking -- Although not an exact part of the training process, it is clearly necessary to track the trainee's performance in the work environment after completion of training so that the success of the training activity can be evaluated. Unless the graduate re-enters another training program (and thus comes back into an evaluation process while there), his or her success on the job should be evaluated at least at the 6-month, 1-year and 2-year points. This will vary with the kind of training program being evaluated.

III. THE EVALUATION PROCESS

This section is about the overall form of a training program evaluation procedure and the basic evaluator's survey format for conducting interviews. It also sets forth actions needed to complete an evaluation after participants have been surveyed.

A. Evaluation Procedure Format: The procedure for evaluating a training program is generally as follows, although the sequence or components may vary somewhat depending on the kind of program being reviewed (e.g., a classroom situation vs. a jobsite OJT program). Steps include:

1. Determine the purpose, type and scope of the evaluation, and write a Statement of Intent.
2. Ascertain who will conduct the evaluation, being careful to avoid conflicts of interest which could arise with any interested parties.
3. Prepare written background and operating information materials about the program being reviewed and provide them to the evaluators.
4. Prepare an Evaluation Questionnaire that reflects the nature of the target program and the purpose of the review being done.
5. Notify the employers and/or training agencies in writing in advance by Letter of Intent (see APPENDIX B) that their program will be reviewed, including the purpose, scope and general contents of the evaluation, as well as when and by whom the evaluation will be done.
6. Provide an Evaluation Orientation session (see outline in APPENDIX B) for the evaluator and/or evaluation team.
7. Carry out the evaluation interviews separately with the employer or training agency and with all program's trainee participants.
8. Conduct an exit interview with employer or agency representatives -- and with trainees as appropriate -- after the review sessions are completed.

9. Prepare a written Evaluation Report (see APPENDIX B) which summarizes the findings and recommendations of the review process.

10. Present the report to appropriate PIC staff and committee members, and also to the PIC's Prime Sponsor. Opportunity should be provided as appropriate for participants or managers of the reviewed activity to comment upon or discuss the findings.

11. Send copies of the final report to the employer and/or training agency that was reviewed and solicit a written response about how any recommended program improvements can be implemented.

12. Schedule follow-up visit(s) for a later date to determine if recommendations have been carried out.

B. Evaluation Survey Format: The evaluation of any training program must cover both the trainer and the trainee, as well as any contributing third party. This usually includes the employer's personnel and training staff (or the owner or proprietor of a small business), the individual employees or trainees, and such contributing parties as a government agency, a school or college, a training enterprise or a union. The same basic questions are asked of everyone to ascertain their understanding of the program being reviewed, and also so that comprehensions of the various parties can be compared. Each participant (employer, trainee, contributor, etc.) is also asked some separate sets of questions applicable to their particular role in the training activity. The questions typically asked of the employer, the trainee and any contributing school or agency are shown in APPENDIX C.

C. Post-Survey Evaluation Procedures: After the written survey questionnaire is personally administered to all participants, certain procedures should be followed. A time limit of no longer than six weeks is advisable for completion of the steps.

1. Interviewers should meet to assess data gathered. This data should be reviewed to discover discrepancies or misunderstandings in answer to

questions. Also, data must be compared to original description of the training activity to determine if it is operating as designed and intended (to be accomplished within two or three weeks).

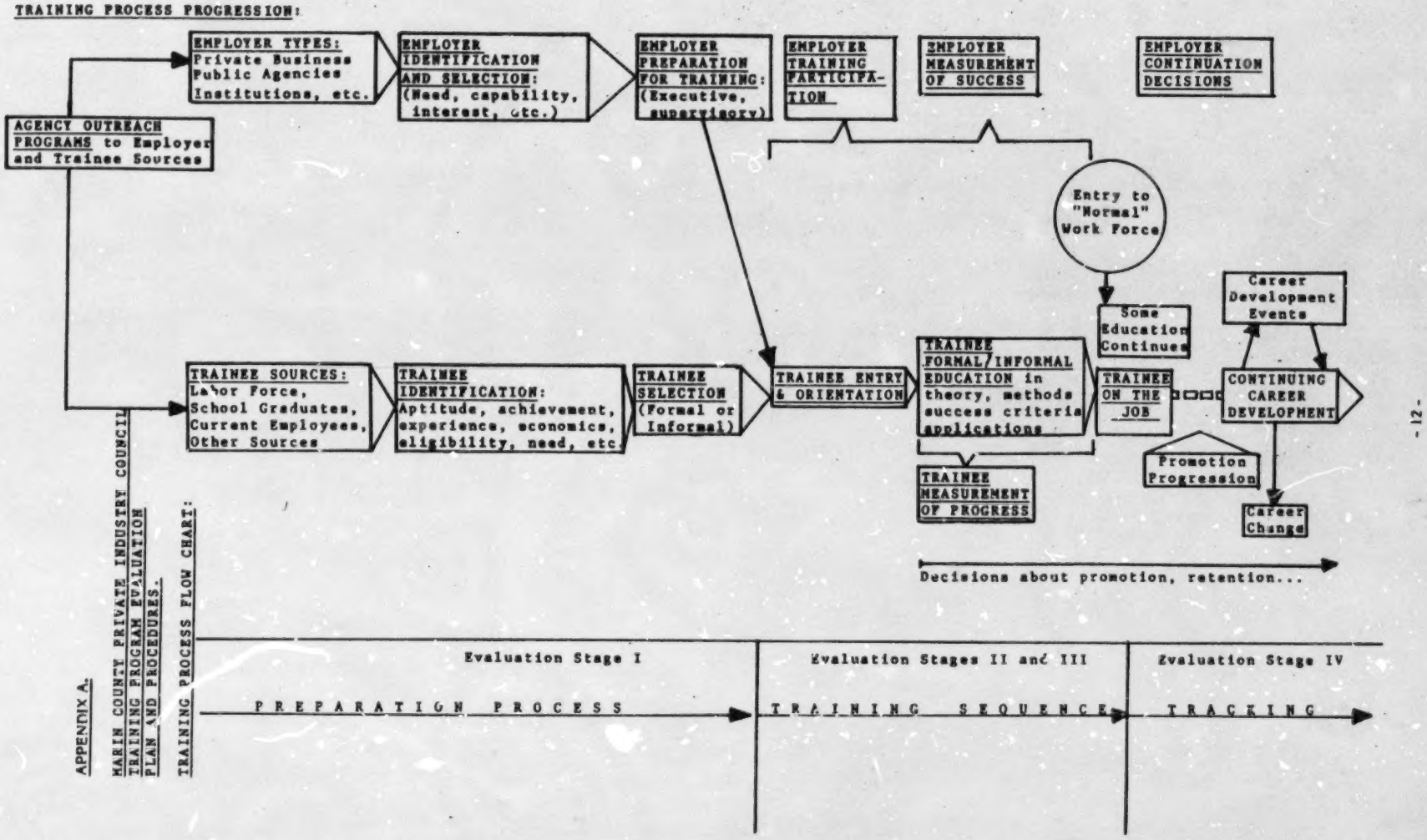
2. A meeting should be held with administrators of the program evaluated, in order that they be advised verbally of the findings (to be accomplished within three or four weeks).
3. Preparation of written report on the data gathered, covering findings and interpretations, with recommendations for any actions required to improve the evaluated program. This report should be distributed to the entire Evaluation Committee to review before it is presented to the governing body for adoption.
4. Upon approval of the report with any changes suggested incorporated, this final draft should be distributed to the governing body and concerned parties for their comments.
5. The governing body should then vote on whether or not to adopt the document.
6. Discussions as required to help implement recommended changes in the training activity, and scheduling of follow-up visits to check on response to the required or suggested corrective actions.
7. A six-month and one-year follow-up should be done to review the employment and economic history of the individual since the time he/she participated in the program.
8. When appropriate, a six-month and one-year follow-up should also be undertaken to examine the use of and results from any recommendations adopted by the Executive Committee.

D. Administration and Management Considerations: In addition to the steps listed above that relate directly to creating and implementing the evaluation process

itself, there are some important administrative and management considerations to note, including:

1. The sources for interviewers, and their selection, must be given careful attention to assure that evaluators chosen are experienced in appropriate areas of business and personnel management -- and that they have no direct or relative interest in the program being reviewed. Training program evaluations must not be tainted by conflicts of interest. It is also best to make interview assignments by chance or random selection.
2. It is important to prepare and present an adequate orientation session for the PIC's interviewers, evaluation committee members and staff. The orientation should include all the topics covered in this plan, and a thorough briefing on the training activity to be evaluated.
3. When a program being evaluated involves numerous participants, it may be advisable to identify interview forms with a code number rather than with the actual participants' names. This helps to assure that the data can be handled without undue invasion of privacy while permitting later attention to particular individual needs.
4. At the outset of an evaluation period in which several different programs are to be reviewed, it is advisable to keep confidential the actual questionnaires used by interviewers. Training managers or participants can be advised of the general nature of the questions to be asked, but more accurate responses may be obtained if specific contents are not known to the interviewee in advance.
5. The process of interviewing all the participants -- employer, employee and third party -- in any particular training program should be done

within a short period of time to avoid contamination of results through pre-interview conversations among subjects. If the interview process is prolonged over too great a period of time, evaluation accuracy is also likely to be diminished by changes in the target program or by its normal progression.


TRAINING PROCESS PROGRESSION:
EMPLOYER TYPES: Private Business Public Agencies Institutions, etc.
EMPLOYER IDENTIFICATION AND SELECTION: (Need, capability, interest, etc.)
EMPLOYER PREPARATION FOR TRAINING: (Executive, supervisory)
EMPLOYER TRAINING PARTICIPATION
EMPLOYER MEASUREMENT OF SUCCESS
EMPLOYER CONTINUATION DECISIONS
AGENCY OUTREACH PROGRAMS to Employer and Trainee Sources
Entry to "Normal" Work Force
Some Education Continues
Career Development Events
TRAINEE SOURCES: Labor Force, School Graduates, Current Employees, Other Sources
TRAINEE IDENTIFICATION: Aptitude, achievement, experience, economics, eligibility, need, etc
TRAINEE SELECTION (Formal or Informal)
TRAINEE ENTRY & ORIENTATION
TRAINEE FORMAL/INFORMAL EDUCATION in theory, methods success criteria applications
TRAINEE ON THE JOB
CONTINUING CAREER DEVELOPMENT
Promotion Progression
Career Change
TRAINEE MEASUREMENT OF PROGRESS
Decisions about promotion, retention...
APPENDIX A.
MARIN COUNTY PRIVATE INDUSTRY COUNCIL
TRAINING PROGRAM EVALUATION
PLAN AND PROCEDURES.
TRAINING PROCESS FLOW CHART:
Evaluation Stage I
Evaluation Stages II and III
Evaluation Stage IV
PREPARATION PROCESS
TRAINING SEQUENCE
TRACKING

APPENDIX B.

MARIN COUNTY PRIVATE INDUSTRY COUNCIL
TRAINING PROGRAM EVALUATION PLAN AND PROCEDURES.

EVALUATION PROCEDURES:
SUPPORTING DOCUMENTS

1. SAMPLE LETTER OF INTENT (EMPLOYERS, TRAINING AGENCIES AND SCHOOLS):

Dear _____:

The Marin County Private Industry Council (PIC) is currently evaluating various training programs in the County as part of its charter under Title VII of the federal Comprehensive Employment and Training Act (CETA). The purpose of our evaluation is to determine how the Private Industry Council can assist existing training activities. The **(name)** training activity in which you are a **(role)** is currently being reviewed, and we would like to interview you about it.

The specific purpose of our evaluation of the **(name)** training program is **(describe)**. The reviewing process will include the following kinds of questions:

1. Preparation for training -- including how employer, trainees and other parties such as schools are brought together to participate in training. We will also examine how particular employers, schools, agencies and students or trainee candidates are prepared either to administer training or to participate in it as workers.

2. The actual training procedure -- including how the participating people or agencies are each involved from the beginning until the program is complete, with a look at various factors that affect the success or failure of your training activity.

3. Career tracking -- following trainee participants after the training program is over to see how well they have been taught and how successful they are in the regular work force of employees.

Evaluations of the **(name)** program will take place during **(time period)**. A member of the PIC's Evaluation Committee will contact you to arrange an interview then. A list of the committee's members, plus some background materials about the Marin County Private Industry Council is enclosed for your information.

We will be pleased to answer any questions you may have about the PIC or its programs. You will be included in the final review process of this evaluation and you will get copies of the report that is produced.

We are enclosing a copy of the letter we will be sending to your employee, and would like your permission to schedule a suitable interview time with him.

Sincerely,

(APPENDIX B., Continued...)

2. SAMPLE LETTER OF INTENT (TRAINEES, STUDENTS AND EMPLOYEES):

Dear _____:

The Marin County Private Industry Council (PIC) is currently reviewing training programs in the County as part of our job under the federal government's Comprehensive Employment and Training Act (CETA). We are trying to find out how the Private Industry Council can help training activities to be more successful. The **(name)** training program in which you are a **(role)** is currently being studied, and we would like to interview you about it.

The specific purpose of our study of the **(name)** training program is **(describe)**. Here are some of the things we will be asking questions about:

1. Preparation for training -- how you and your school or employer were brought together to be part of this training activity. We will also try to discover how your particular employer, school or training agency was prepared to administer training -- and how you were made ready to participate in it as a student or worker.

2. The actual training -- what you and your school or employer do in the program from the beginning until it is completed, including a look at certain things that can make your training experience a success or failure.

3. Career tracking -- trying to follow trainees after the teaching program is over to see how well they have been taught and how successful they are in their everyday work.

Evaluations of the **(name)** program will take place during **(time period)**. A member of our Evaluation Committee will contact you to arrange an interview during that time period. A list of the committee's members, plus some more information about the Marin County Private Industry Council is enclosed for you with this letter.

We will be happy to answer any questions you have about the PIC or its programs.

Sincerely, etc.

A copy of this communication should be sent to the employer before it is sent to the employee, to request permission to interview the employee.

(APPENDIX B., Continued)

3. SAMPLE THANK-YOU LETTER FOR EVALUATION PARTICIPANTS (TRAINER):

Dear _____:

Thank you for your participation in the recent evaluation of the (training program) carried out by the Marin County Private Industry Council.

We have now completed the study and have prepared a report of our findings, a copy of which is enclosed for your review and comments. The report asks you for a written response to any recommendations for training program changes or improvements, and we would also welcome any comments you might have about the evaluation process itself.

You are cordially invited to attend a meeting of the Marin PIC Evaluation Committee to discuss the evaluation of your program, or you may simply wish to mail your response and comments to us. In addition, general meetings of the Private Industry Council are open to the public and you are welcome to attend. Your active participation in our work to improve training programs in Marin can benefit everyone involved, employer and trainee alike.

We look forward to hearing from you soon.

Sincerely, etc.

(APPENDIX B., Continued...)

4. **EVALUATION PROGRAM ORIENTATION SESSION OUTLINE:** Before going out to do an evaluation of a training program, the team of evaluators should be provided with an orientation session. The session should cover at least the following information:

a. This plan in general, including:

1). What is CETA, the PSIP and the PIC.

2). What is the training process and its purpose.

3). How and when to evaluate training.

b. The target training program or activity, including:

1). History, including last evaluation.

2). How the program works.

3). Personnel of the program.

4). Key achievements or problems of the program.

c. Preparation for the evaluation, including:

1). Statement of purpose.

2). Letters of Intent.

3). Conflicts of interest, if any.

d. The evaluation questionnaire and how to apply it.

e. The report format and procedure and how to do it.

f. The schedule and assignments for the evaluation team.

4. **TRAINING PROGRAM EVALUATION REPORT FORMAT:**

Training Program Evaluation Report

I. Introduction:

A. The PIC Evaluation Program -- background and purpose.

B. Evaluation description:

1. Name and nature of program reviewed.

2. Dates of evaluation.

3. Evaluation team membership.

4. Specific purpose of this evaluation.

II. Training Program Description:

A. Name, type, purpose and intent of program, in detail.

B. History, funding and specific work activities.

C. Locations and number/kind of participants.

D. Details of the training process carried out.

III. Program Selection Process:

A. How, when and where is it carried out?

B. Depth, sufficiency and validity of the process.

IV. Program Preparation and Entry:

A. School or agency experience and qualifications.

B. Employer background and experience.

C. Student/trainee preparation and orientation.

V. The Training Program in Operation:

A. Schedule of work and actual progress.

B. Supervision and management, including counseling.

C. Course materials -- nature and quality.

D. Trainee activities, specific day-to-day.

E. Facilities and support.

VI. Program Progress (Success/Failure) Measurement:

A. Criteria on which success or failure is based.

B. Progress as reported by participants and management.

C. Progress as evaluated by reviewers.

D. Commentary on progress and status interviewee type.

VII. Trainee/Graduate Tracking:

A. Nature and duration of tracking, if any.

B. Evaluation of tracking success and benefits.

VIII. General Evaluation:

A. Pre-conditions affecting success or failure:

1. Facilities.

2. Management and personnel.

3. Job, task or curriculum.

4. Other.

B. Sponsor/Agency relationships.

C. General commentary from participants.

D. Other factors or considerations.

E. Overall rating of program.

IX. Recommendations for Action:

A. List these in the order of the training sequence steps or stages listed on pages 2 and 3 of the basic plan, Section II. B., and also in the chart at APPENDIX A.

B. After covering the training process components, make any recommendations about funding of the program.

APPENDIX C.

MARIN COUNTY PRIVATE INDUSTRY COUNCIL
TRAINING PROGRAM EVALUATION PLAN AND PROCEDURES.

EVALUATION SURVEY QUESTIONNAIRES

1. **BASIC EVALUATOR SURVEY FORMAT:** The following is a sample sequence of questions to be asked in carrying out training program evaluation interviews. All interviewed participants are to be asked the General Questions, plus the set of particular questions that fits their function in the training process (i.e., Employer/Supervisor, Trainee/Employee, or Agency/Educator/Contributor). As an interviewer, you should also ask yourself some questions before starting the evaluation, such as "What am I here to discover? What are the facts about this program? What is it, why does it exist, who is part of it, where and when does it happen? What are the factors -- if any -- that could make this training effort pre-destined to succeed or fail?" After learning as much as you can about the background and purpose of the program, and after answering the preceding self-questions or going through a pre-evaluation orientation session, proceed with assigned participant interviews:

a. General Questions:

1) Do you know the name of this training program?

_____ _____

What is its purpose? Is this purpose being accomplished?

_____

3) What do you know about the scope and size of this program here in Marin or elsewhere? (How many people are in it, etc.)

_____

_____

4) If this is a government-sponsored program, how is it funded?

_____

5) Do you consider it to be a good use of public funds?

_____

6) What agency monitors the progress of the activity of the program?

_____

7) What is the interaction with the sponsoring agency?

_____

8) Did the administrator describe the general intent of the program?

_____

9) What was the scope and length of the orientation process?

_____

_____

10) Is the required documentation cumbersome?

_____

11) Is the administration available for consultation as problems arise?

_____

12) What are the future prospects for the success of this program in terms of benefit to the employer, the employee and the general business and labor community here?

_____

_____

_____

13) What other comments would you like to make in evaluating this training activity?

_____

b. Employer/Supervisor Questions:

1) How well prepared, in terms of basic education and program understanding, are the trainees in this program at the time they enter training?

2) How does your experience or background in training apply to this program? Do you feel you would benefit from more information about the theories and practice of the training process?

3) How does this program actually operate on a day-to-day basis? Did you collaborate with the administrator in designing the training outline?

4) If trainees are new to the job market or the work force, are they provided with pre-vocational or pre-employment courses?

5) Do you have any problem with supervision of trainees in this particular activity?

6) What are the extra costs to you in the supervision and administration of this program?

7) As an employer, describe your role and function and responsibilities in this program? Are these responsibilities realistic?

8) What basic skills or pre-existing conditions (personality-type or situational) contributed to the success or failure of the training program?

9) How often do you meet with representatives of the sponsoring agency of ths program to review the progress of training, both with regard to yourself and to other components of the program (employer, trainee, or agency)?

10) Specifically, how is success measured in this training program? What results are expected and how are they measured?

11) Will you continue to participate in this training program? If not, why?

c. Employee/Trainee Questions:

1) Why are you in this program?

_____

_____

2) Is this the first program of this sort in which you have participated? If not, what other training programs have you used or been a part of?

_____

_____

3) What type of work are you interested in?

_____

4) What benefit did you specifically expect to get from this program?

_____

_____

5) Did your high school, college or technical education (or your prior experience) prepare you adequately for this training process? Did anything in those backgrounds make it harder?

_____

_____

6) How does this program actually operate on a day-to-day basis? Did you receive a training outline?

_____

_____

7) Do you feel well informed about what is expected of you in this training program? Describe your role and function and responsibilities in this program:

_____

_____

8) Is the supervision and/or instruction done well? Are there any problems with supervision, instruction?

_____

_____

9) Specifically, how is success measured in this training program? What results are expected and how are they measured?

_____

_____

10) Are these realistic, or should you have either more or less to do or to be?

_____

_____

11) Have you encountered any problems since you've been in this program?

_____

12) If there are other trainees in this program with you, are there peer group meetings to discuss the program and its progress?

_____

13) How often do you meet with representatives of the sponsoring agency of this program to review the progress or status of training, both with regard to yourself and to other components of the program (employer, or trainee, or agency - depending upon who is being interviewed)?

_____

_____

14) What basic skills or pre-conditions (personality-type or situational) contributed to the success or failure of the training program?

_____

15) What do you expect to do after completing this training?

d. Funding Source Questions

1) How do you find candidates and trainees to enter this program?

_____

2) How do you find employers or other participants from the public employment or private business sectors?

_____

3) How many people, especially trainees, are involved in this program as compared to the overall need for such training in the County?

_____

4) Do you have a written plan of rationale, policy, operation and measurement for managing this program? May I have or see a copy of it?

_____

_____

5) Do you have any problems in your classes, and/or training programs with so-called "professional" trainees - that is, people who move from one program to another, especially CETA programs, without ever really entering the privately-funded work force?

_____

6) As an educator or trainer or agency manager, what changes would you like to make in this program, if any?

_____

_____

2. **SPECIFIC PROGRAM ADD-IN QUESTIONS:** The following series of questions are designed for use as necessary in reviewing specific kinds of training activities that are quite different from one another, such as programs in a classroom, programs on a job site, programs that mix work and study, etc.

a. Funded OJT or Workplace Programs:

1) Specifically, how are candidates referred to the employer?

_____

2) How are they qualified to participate in a funded OJT program?

_____

3) What are the criteria for use of the money the employer is paid for participating in the OJT program? (ask both employer and sponsor)

_____

_____

4) Is the OJT sequence a formal education or training procedure with a written curriculum and specific tested progress points?

_____

5) Or is it an informal procedure that is actually more practice than training?

_____

6) What are the actual training needs of the employer and the trainee -- and is OJT the best or just the most convenient method of achieving that skill development goal?

_____

_____

7) Is the OJT trainee a member of the employer's regular work force, or are trainees segregated in some way (other than by skill level) or treated differently (including pay level)?

---

8) Is the OJT program supported in any way by other training that occurs simultaneously, such as classroom instruction or home study or subsidized higher education in the community?

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b. Other training categories where specific add-in questions can apply and for which they should be developed at the time of particular program review include:

1) Classroom Programs -- Specific-Skill Related.

2) Classroom Programs -- Pre-Vocational, Pre-Employment and Remedial.

3) Formal Apprenticeships.

4) Various Work-Study Mixture Programs.

APPENDIX D

MARIN COUNTY PRIVATE INDUSTRY COUNCIL
TRAINING PROGRAM EVALUATION PLAN AND PROCEDURES.

BACKGROUND: CETA, PSIP and PIC

A. General Background: The Comprehensive Employment and Training Act -- or CETA -- was first enacted in 1973. It authorizes a combination of programs designed to provide specific employment and training services to prepare and place eligible people in unsubsidized employment. The Act originally had Titles I through VI dealing with a variety of training and employment needs. The CETA legislation was updated by Amendments in 1978, adding several new programs including Title VII, the Private Sector Initiative Program (PSIP). The PSIP permits the establishment of a Private Industry Council, or PIC, in a variety of state and local jurisdictions. Both Title VI of CETA, which is the Public Sector Employment Programs (PSEP) section, and Title VII are administered at state or local levels rather than by the federal government. Funding for the programs is, however, available from federal resources through the Department of Labor.

B. CETA Background: The purpose of the Comprehensive Employment and Training Act is to provide training and employment opportunities to increase the earned income of economically disadvantaged, unemployed or under-employed persons. The Act establishes a flexible, coordinated and decentralized system of federal, state and local programs intended to lead to maximum employment opportunities and self-sufficiency. It also provides for coordination of CETA programs with other social service, employment, training, economic development, community development and similar related programs such as vocational education or rehabilitation, public assistance and self-employment training. The CETA legislation consists of eight titles:

1. **TITLE I** is administrative provisions.
2. **TITLE II** establishes state and local programs for services to economically disadvantaged persons.
3. **TITLE III** establishes national programs under the Secretary of Labor.
4. **TITLE IV** provides a wide range of programs for youth.
5. **TITLE V** sets up a National Commission for Employment Policy.
6. **TITLE VI** authorizes temporary employment in public service jobs during periods of high unemployment.
7. **TITLE VII** authorizes activities to increase private sector involvement in employment and training.
8. **TITLE VIII** establishes the Young Adult Conservation Corps for work on public lands and waters plus other youth benefits.

C. PSIP Background: The Private Sector Initiative Program, or PSIP, is Title VII of the CETA legislation. Regulations for its implementation and management are provided in Part 679 of Chapter 5, Title 20, of the Code of Federal Regulations (CFR). For reference, the entirety of the Title VII regulations covered by Part 679 can be found in the Federal Register, Volume 45, Number 99, dated May 20, 1980. The stated purposes of Title VII, the PSIP, are:

1. To authorize a variety of approaches to increase involvement of the business community in CETA employment and training activities;
2. To increase private sector employment and training opportunities for eligible persons;
3. To establish the Private Industry Council (PIC) to participate jointly with local prime sponsors in local development and implementation of Title VII programs, and to encourage a local consulting partnership between prime sponsor and the private sector on all Title VII purposes.

4. To increase private sector employment and training opportunities under all titles of CETA, in line with emphasis on a reduction in the level of subsidized employment in public agencies or private nonprofit entities.

D. PIC Background: The Private Industry Council's purpose is to increase the involvement of the business community -- including small business, minority business enterprises and labor organizations -- in employment and training activities under the braod scope of CETA, and also to increase private sector employment opportunities for economically disadvantaged persons. The following provisions are key to the establishment and operation of a PIC:

1. The prime sponsor appoints the members of the PIC, with a majority of the membership coming from industry and business, based on consultation with a wide range of specified local community groups and organizations.
2. Where possible, at least half of the business and industry representatives are to be from small business, defined as any private for-profit enterprise employing less than 500 people.
3. Minority businesses are to be represented at least in proportion to their representation in the business community.
4. There are to be at least one representative from each of the following: organized labor, community organizations and education agencies or institutions.
5. The members of the PIC select their own chairperson, who should be a representative of business and industry.
6. The PIC chairperson serves as an ex officio non-voting member of the prime sponsor's planning council, and the prime sponsor's planning council chairperson or a designee serves in the same capacity with the PIC.
7. The PIC is not to be subordinate to the prime sponsor planning council.

8. The functions of the PIC include the planning, operation and review or evaluation of a wide range of employment and training development activities such as labor market research, training project development and operation, solicitation of private sector support, conducting programs in schools and carrying out appropriate public information programs.

9. The PIC is specificaly charged, under paragraph 679.3-7(d), with carrying out activities for the review and assessment of local CETA, SESA and other related employment and training delivery systems and programs.

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